



SOUTH GLENS FALLS
Central School District

South Glens Falls High School

Annual Report to the Board of Education

August 19, 2019



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Welcome August 2019 Graduates!!!





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C e n t r a l S c h o o l D i s t r i c t

Presentation Agenda

1. Review Academic Performance Data
 - a. Improve Regents Results (90% proficient/40% Mastery)
 - b. Increase the Cohort Graduation Rate by 2% per year
2. South Glens Falls HS's work on the Three District Themes
 - a. Safety and Security
 - b. Mental Health
 - c. Future Ready Schools
3. Q & A



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2019 Regents Results

GOAL: Increase proficiency on NYS Regents exams by 5%.
Maintain or make progress towards 90% proficiency and
40% mastery rates.



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2019 Regents Exams Targets & Trends Heat Map

2018 Regents Exam	vs. Proficiency Target (90%)	vs. Mastery Target (40%)	Proficiency Trending	Mastery Trending
ELA	0%	9%	1%	4%
Algebra I	-7%	-31%	1%	-1%
Geometry	7%	-1%	14%	19%
Algebra II	1%	-15%	5%	2%
Global History Regents (New Framework)	-10%	-27%	7%	-25%
U.S. History	-6%	5%	-4%	-9%
Living Environment*	-3%	-12%	9%	1%
Earth Science	-3%	8%	0%	2%
Chemistry	-19%	-24%	-9%	-5%
Physics**	10%	38%	2%	13%



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Investigating 2019 Regents Subgroup Performance



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Regents Exam	Subgroup	All Students	Economically Disadvantaged	Students with Disabilities
Algebra I (185)	0-64%	20%	34.2%	48%
	65-100%	80%	65.8%	52%
Geometry (197)	0-64%	6.1%	12.8%	50%
	65-100%	93.9%	87.2%	50%
Algebra II (154)	0-64%	11.6%	6.7%	0%
	65-100%	88.3%	93.3%	100%



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Regents Exam	Subgroup	All Students	Economically Disadvantaged	Students with Disabilities
English Language Arts (237)	0-64%	9.7%	16.6%	41.3%
	65-100%	90.3%	83.3%	58.6%
Global History: New Framework (229)	0-64%	19.7%	31.3%	48%
	65-100%	80.3%	68.7%	52%
U.S. History (231)	0-64%	15.5%	26.2%	40.7%
	65-100%	84.5%	73.8%	59.%



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Regents Exam	Subgroup	All Students	Economically Disadvantaged	Students with Disabilities
Living Environment (163)	0-64%	19.0%	32.4%	45.4%
	65-100%	80.9%	67.7%	54.5%
Earth Science (219)	0-64%	15.0%	25.3%	57.1%
	65-100%	84.9%	74.6%	42.8%
Chemistry (188)	0-64%	28.7%	38.3%	0%
	65-100%	71.3%	61.1%	100%
Physics (24)	0-64%	0%	0%	N/A
	65-100%	100%	100%	N/A



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Accountability Graduation Rates

GOAL: Increase cohort graduation rate and number of students earning an **Advanced Regents Diploma** by 2%.

Cohort Graduation Performance Rate

	2016 (2012 Cohort)	2017 (2013 Cohort)	2018 (2014 Cohort)	2019 (2015 Cohort)
June Graduation	84.1%	85.8%	89.4%	84.1%
August Graduation*	85.5% (BOE Target: 82%)	86.6% (BOE Target: 84%)	90.2% (BOE Target: 86%)	87.1%* (BOE Target: 88%)
5, 6, 7 Year Rate (extended success)	89.2% (7 Year)	89.2% (6 Year)	91.8% (5 Year)	T.B.D

*Numbers as of August Board of Education Meeting for the given year/cohort

Cohort Graduation Rate by Sub Group

Economically Disadvantaged vs. Not Economically Disadvantaged		Students with Disabilities Vs. General Ed Students		Homeless Students
67.6%	91.8%	76.0%	85%	37.5%
Males vs. Females		Black Students	Hispanic Students	Asian or Pacific Islander
81.3%	86.7%	60%	75%	100%



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Breakout of Diploma Types

A comparison of three cohort years (2013-2015) by subgroups of General Education, Students with Disabilities, and Socioeconomically Disadvantaged

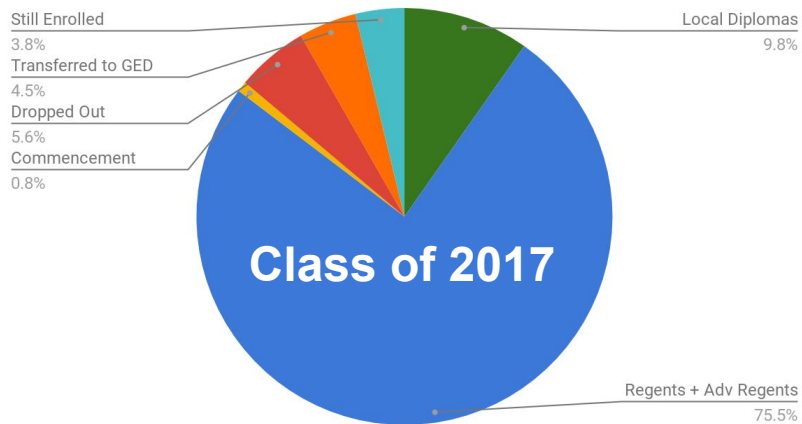


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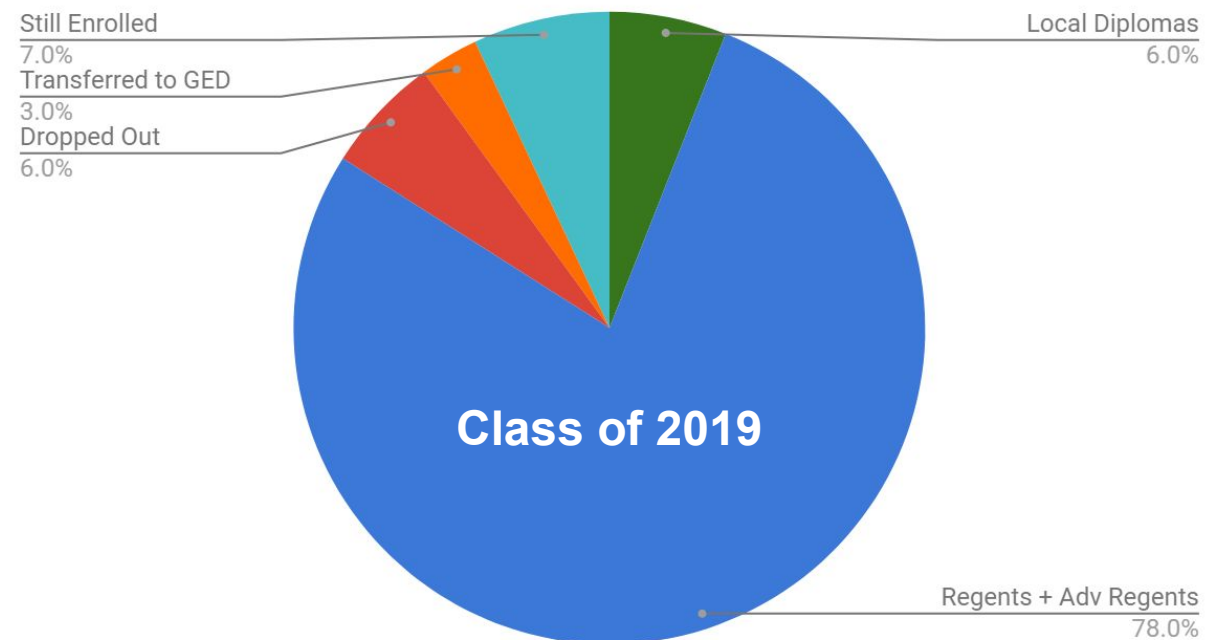
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Diploma & Credential Types: All Students 2017 to 2019

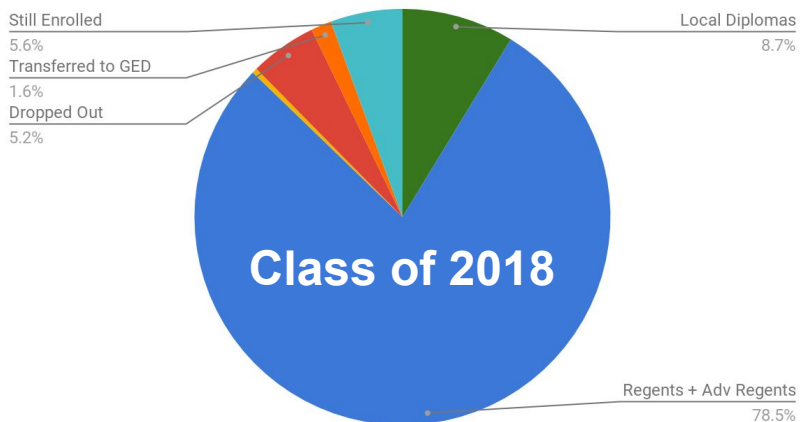
All Student Outcomes: 2013 Cohort



All Student Outcomes: 2015 Cohort



All Student Outcomes: 2014 Cohort



All Students	2016-17	2017-18	2018-19
Regents Diplomas	76%	79%	78%
Local Diplomas	10%	8%	6%
Commencement Credentials	1%	0%	0%

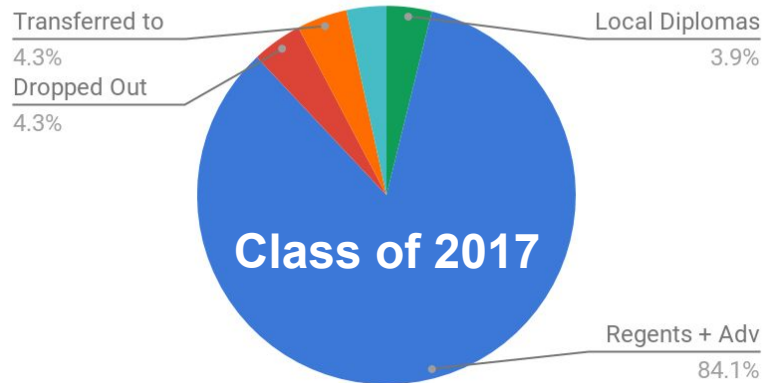


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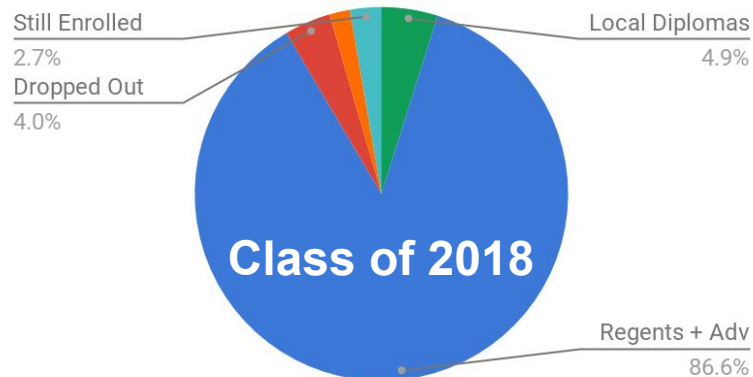
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Diploma & Credential Types: General Ed 2017 to 2019

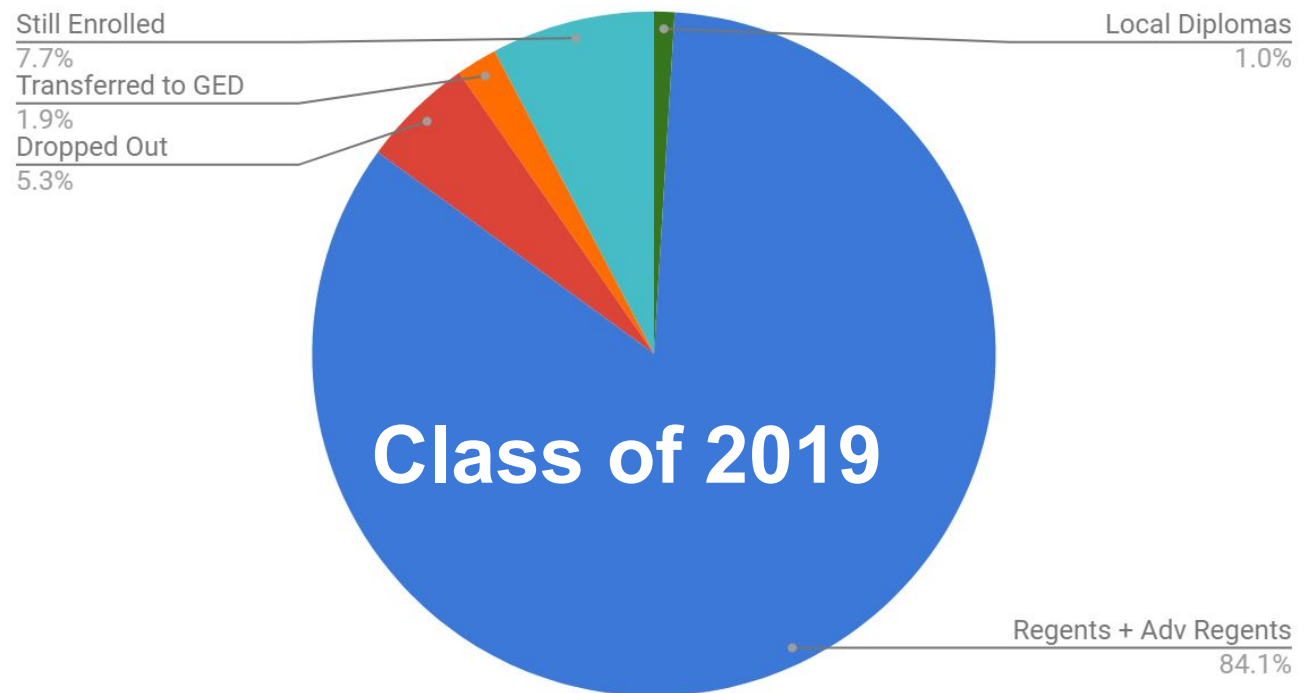
General Education Students



General Education Students



General Education Students



General Education	2016-17	2017-18	2018-19
Regents Diplomas	84%	87%	84%
Local Diplomas	4%	5%	1%
Commencement Credentials	0%	0%	0%

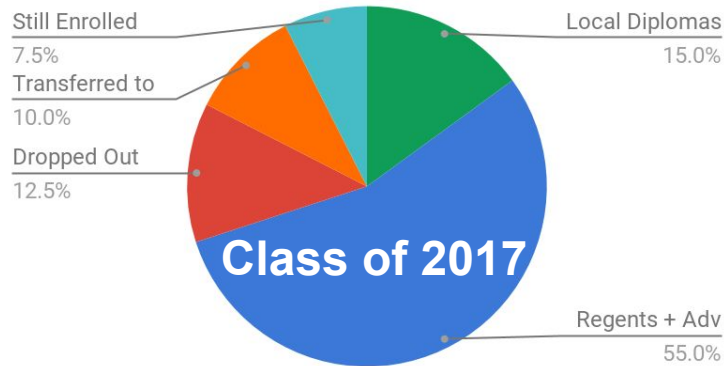


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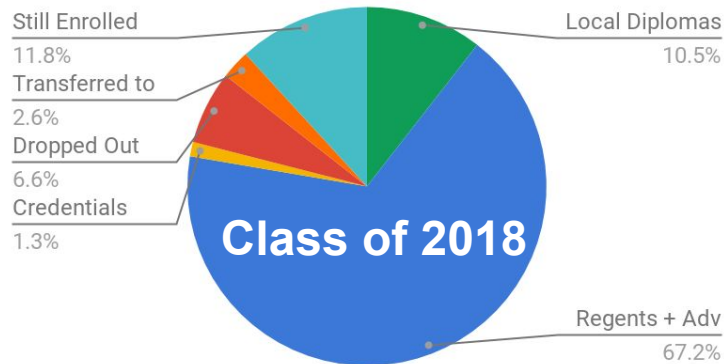
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Diploma & Credential Types: S.E. Disadv. 2017 to 2019

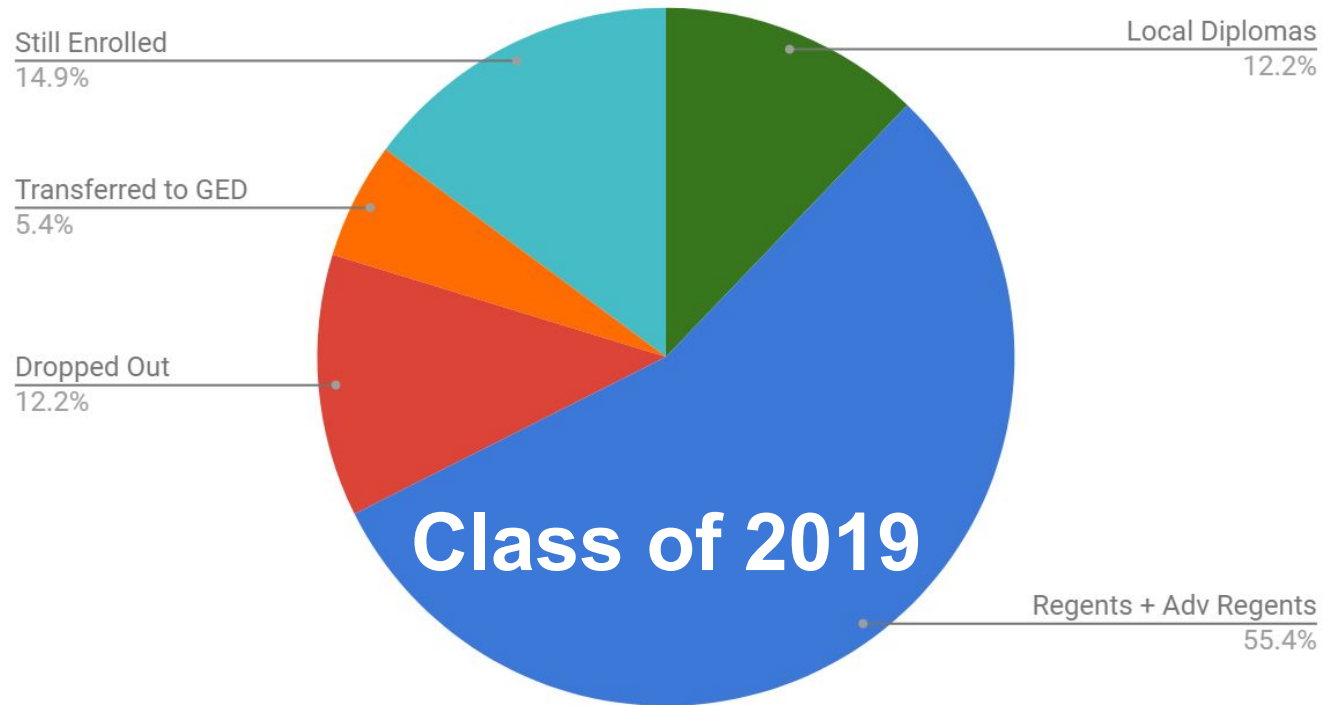
Economically Disadvantaged



Economically Disadvantaged



Economically Disadvantaged



S.E. Disadvantaged	2016-17	2017-18	2018-19
Regents Diplomas	55%	67%	55%
Local Diplomas	15%	11%	12%
Commencement Credentials	0%	1%	0%

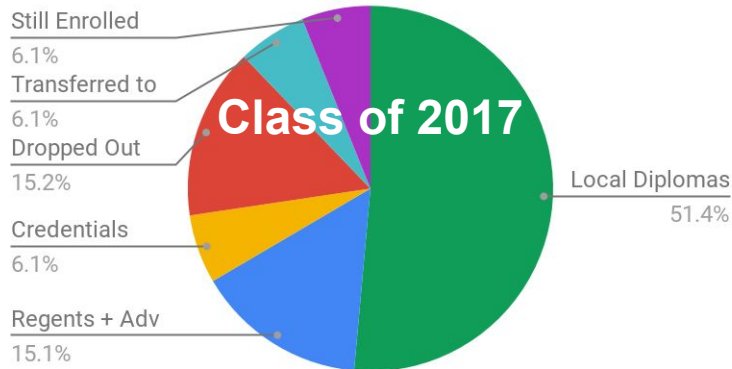


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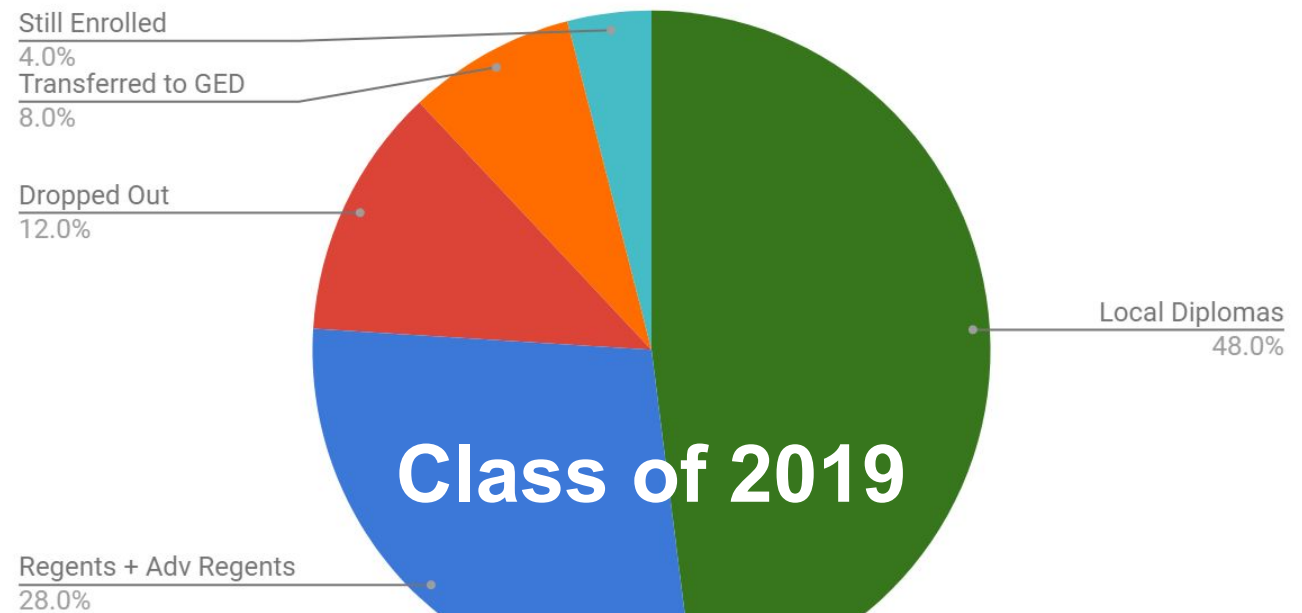
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Diploma & Credential Types: Students w/Dis. 2017 to 2019

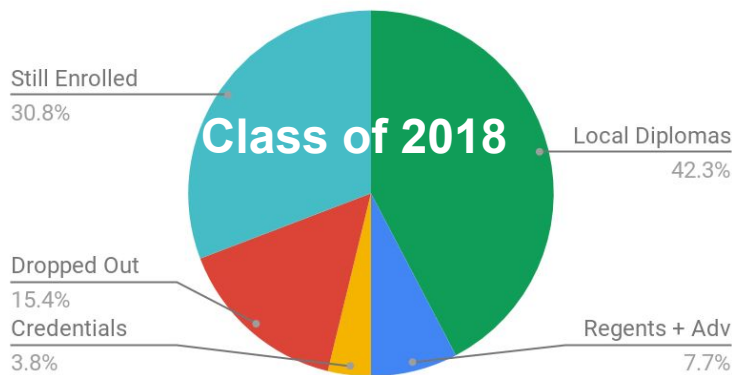
Students with Disabilities



Students with Disabilities



Students with Disabilities



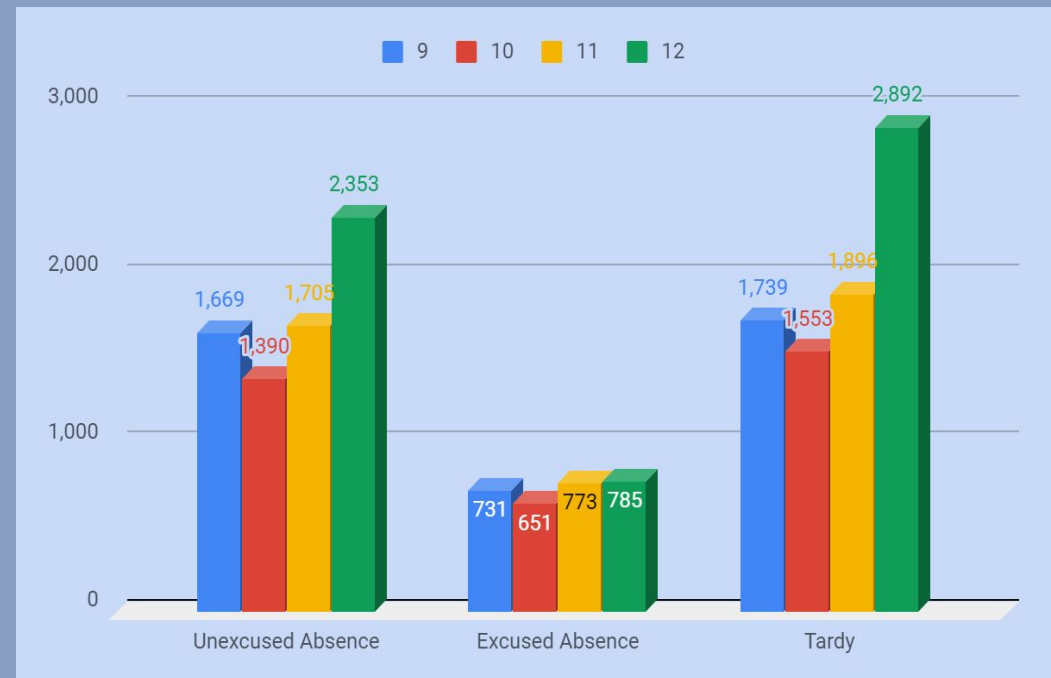
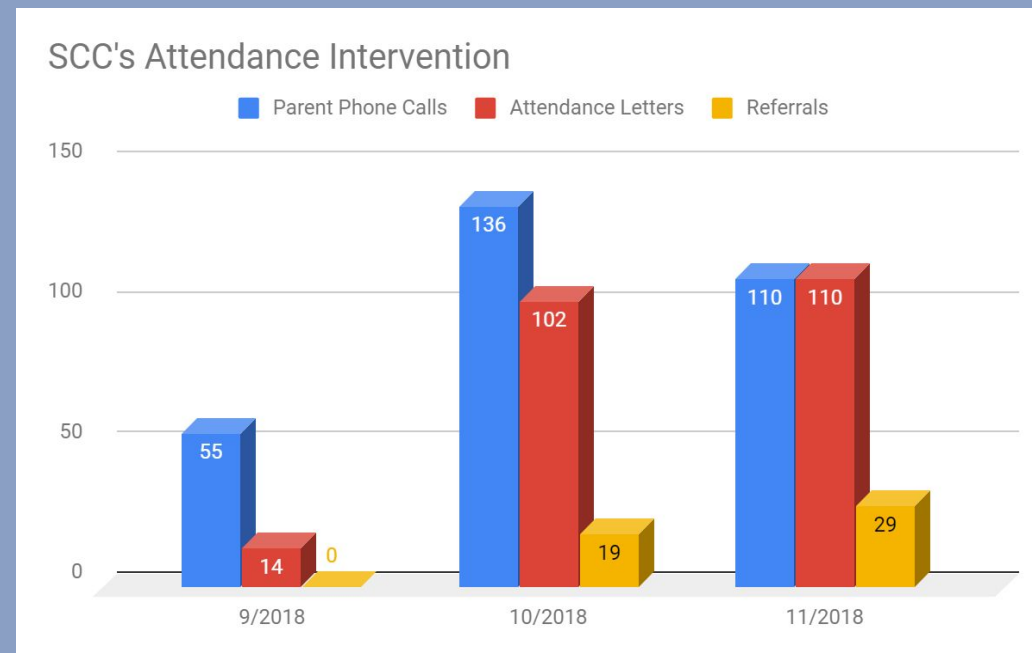
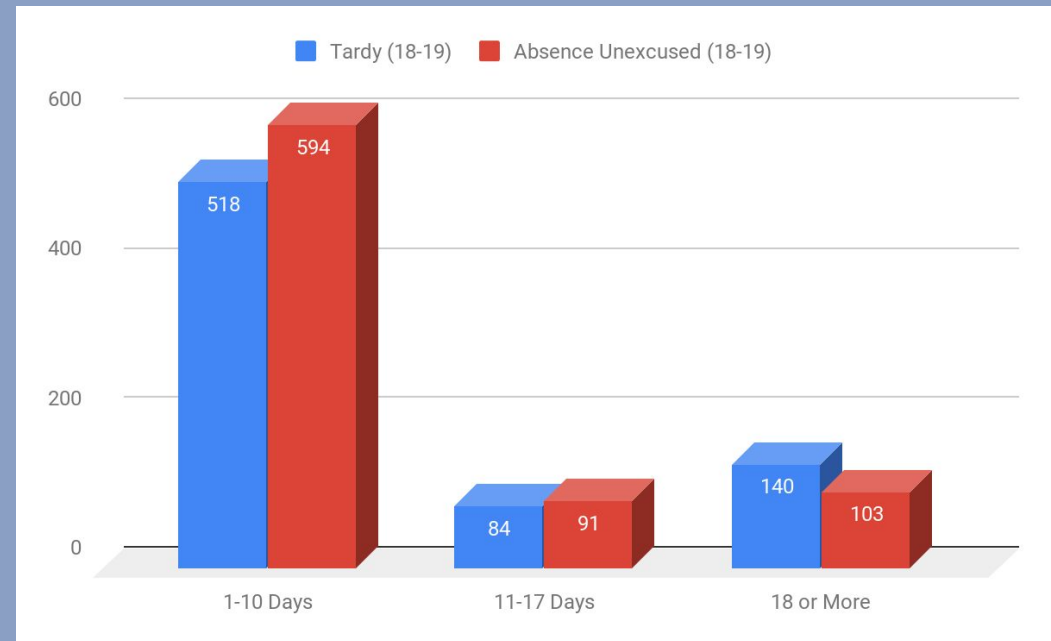
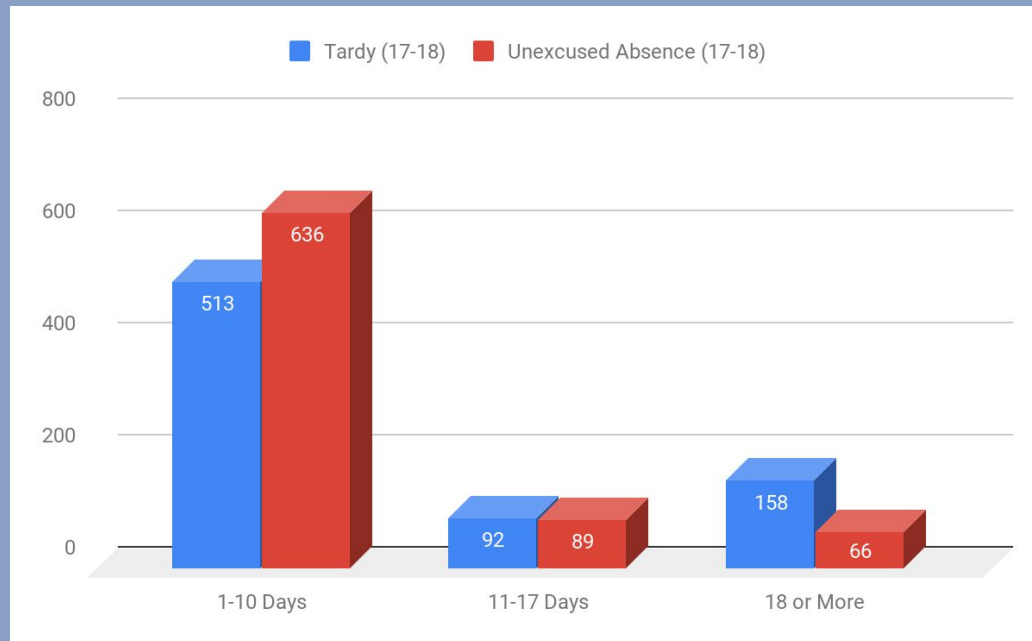
Students with Disabilities	2016-17	2017-18	2018-19
Regents Diplomas	15%	8%	28%
Local Diplomas	51%	42%	48%
Commencement Credentials	6%	4%	0%

Students Graduating with Additional Credentials

	2015-16		2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%
Advanced Regents Diplomas	96	40%	109	47%	96	43%	97	48%
CTE Credentials	19	8%	10	4%	6	3%	14	7%



Impact of Attendance





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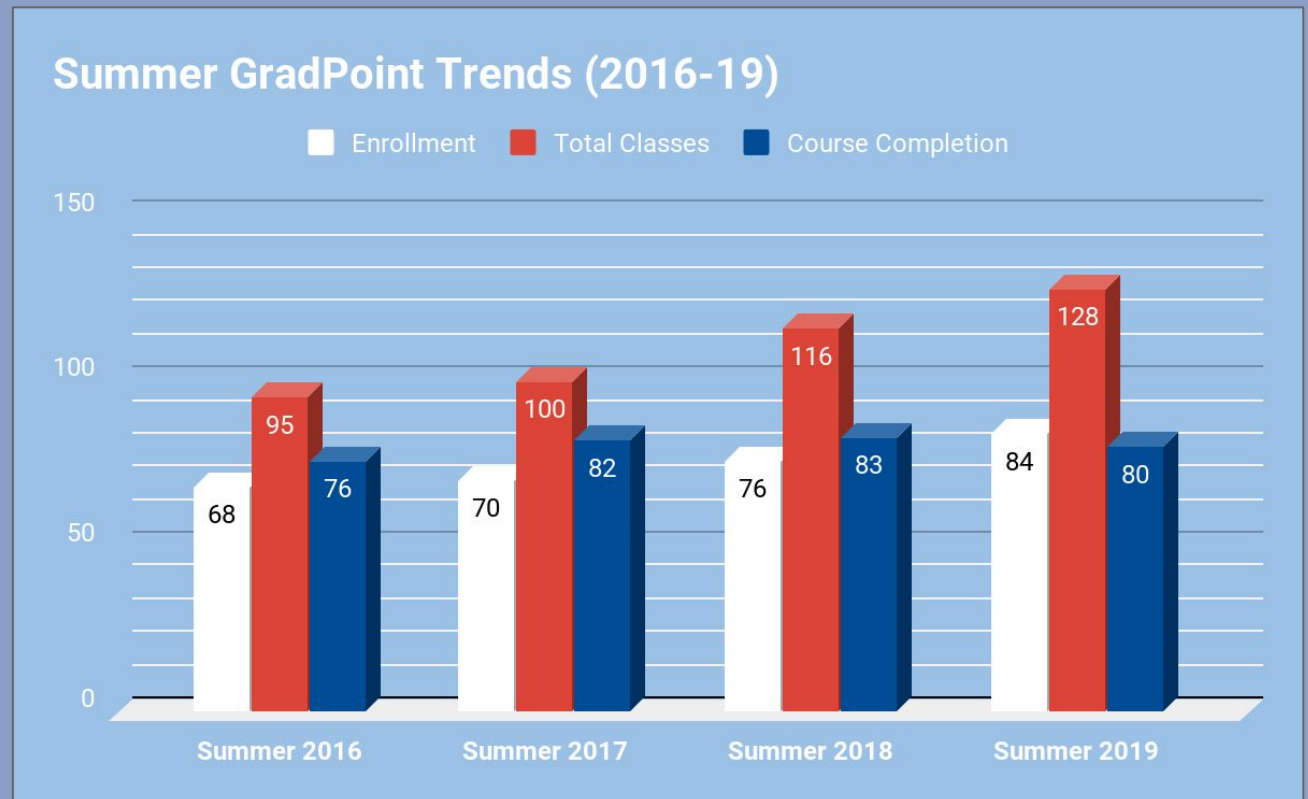
Graduation Data Takeaways

- Attendance is a concern
 - School attendance provided a hurdle towards our continued growth towards a 90% graduation rate. Interventions were constant and increased but didn't yield enough of a change in behavior.
- Socioeconomic Disadvantaged Students
 - After an uptick last year, the Regents Diploma rate fell back to 2016-17 levels
 - The graduation rate is almost 25% lower than those not facing that disadvantage.
 - The high school team wants to drill deeper into whether or not there is a significant correlation between these students and attendance.
- Students with Disabilities
 - There was strong growth within the subgroup of Students with Disabilities who showed a 20% increase in achieving a Regents Diploma.
 - That number needs to continue to improve as does performance of this subgroup on state exams.

2019 Summer GRADPOINT Results

Context:

- Continued increase
 - # of students taking advantage of credit recovery.
 - # of courses recovered
- Attendance is still an area for improvement but protocols put in place resulted in a notable improvement overall
- Students showed great success when they committed to completing work but at their own pace.





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Class of 2019 Post Secondary Plans of Completers

	4 Year College	2 Year College	Other Post Secondary	Military	Employment	Adult Services	Other*
Number	70	75	2	6	26	1	23
Percentage	35%	38%	1%	3%	13%	.5%	11.5%

* Other includes those students with *Plan Unknown* and *Other Known Plan*.



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Living the Three Themes At South Glens Falls HS



Safety



Mental Health



Future-Ready Learning



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Safety

2018-19

- Lockdown and Fire Drill Day
- Continuous evaluation & refinement of building capacities, procedures and skills
- Partnerships with law enforcement and first responders
- Gaggle Screening
- Text Message Hotline
- Integration of the School Resource Officer



Mental Health

2019-20

- A continuation of the above practices
- Further use of the new BOCES Safety Specialist



Future-Ready Learning



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C e n t r a l S c h o o l D i s t r i c t



Safety

2018-19

- Restorative Justice and Community Building Circles
- Morning Mindfulness Practices
- Weekly Student Crisis Team Meetings
- Adverse Childhood Experiences (ACE's) work with both faculty and support staff
- Staff Participation in the District's Mental Health Task Force
- Trauma Informed Approaches to student discipline
- Continued use of both SCF and The Prevention Council



Mental Health

2019-20

- A continued focus on becoming a true trauma informed school
- Maintaining our expanded practices from the past year
- Further ongoing professional development is planned



Future-Ready Learning



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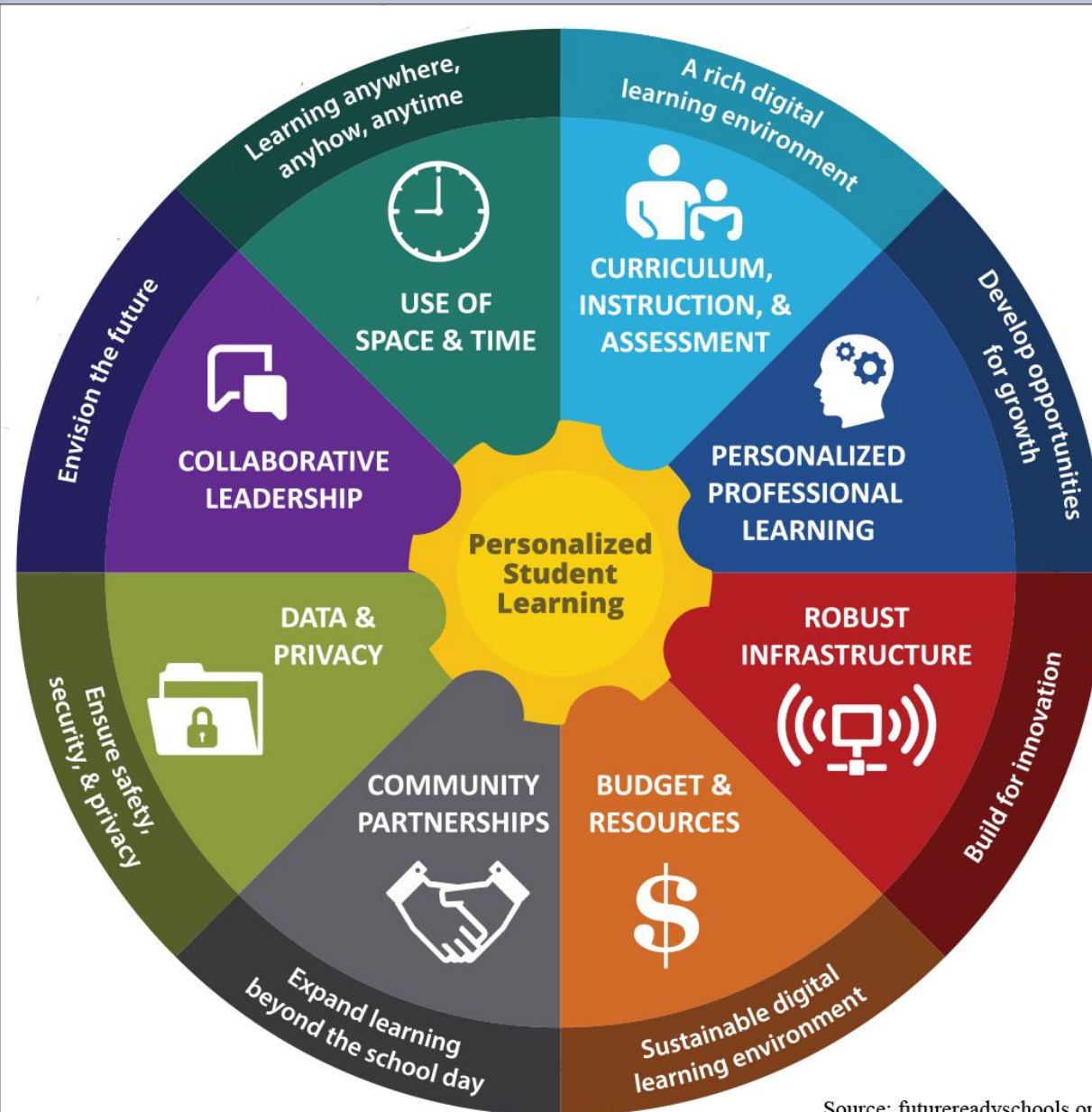
Safety



Mental Health



Future-Ready Learning



Source: futurereadyschools.org



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Safety

2018-19

- Updated classrooms in English and Social Studies
- Schoolwide rollout of 1:1 Chromebooks for students
- Trauma informed instruction work
- Continued building of community partnerships



Mental Health

2019-20

- Rollout of brand new science facility with multiple points of presentation and state of the art capabilities
- Eight new 21st Century classrooms by the end of the year (space)
- Evaluating the high school schedule (time)
- Portrait of a Graduate
- Completely revamped MakersSpace in the library
- TechTeam Jr. Launch
- Updated cafeteria furniture/layout and a new Flexible Learning Area



Future-Ready Learning



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Which student will be best prepared to contribute and compete in this global economy?



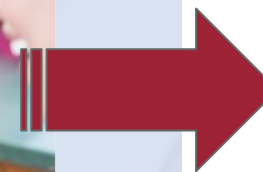
STUDENT A

Math
Science
English
Social Studies



STUDENT B

Content Mastery
Communication
Collaboration
Other 21st Century Skills



PORTRAIT OF
A GRADUATE

**INDIAN
PRAIRIE**
SCHOOL DISTRICT 204



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